

**PROMOTIONAL PROCESS TO MIDDLE MANAGEMENT WITHIN FORT
OGLETHORPE FIRE & RESCUE: VOLUNTEER VERSUS CAREER**

EXECUTIVE DEVELOPMENT

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ABSTRACT

Recently the Fort Oglethorpe Fire and Rescue (FOFR) transformed from a volunteer to a combination department. The problem was a career firefighter with FOFR could not advance in rank as rapidly as a volunteer firefighter. The purpose of this project was to maintain equity for advancement into officer positions.

This project utilized action research methodology and answered the following:

- 1) What would be the appropriate educational and training qualifications for an officer with FOFR?**
- 2) Does a volunteer officer acquire the same level of training and experience as a career officer with FOFR?**
- 3) How do other combination fire departments within the State of Georgia advance personnel to middle management positions?**

Literature was reviewed to determine eligibility requirements and promotional processes for firefighters. A wide range of qualifications for each rank and various assessment methods were discovered.

FOFR data was analyzed to determine if training and experience was comparable for volunteer and career officers. The internal data revealed career positions acquired more training and experience.

Combination departments in Georgia were surveyed to determine practices for filling middle management positions. The survey revealed

- 61% used formal testing
- 23% used the same procedures for testing ranks of lieutenant and captain

- 73% did not allow a volunteer to hold rank over career personnel
- 47% indicated volunteer and career officers had the same training
- 47% allowed a volunteer officer to hire into a career officer position over a career firefighter
- 94% required the volunteers to adhere to the same guidelines and work rules
- 26% had a separate organization for volunteer personnel
- 89% considered the lieutenant a non-exempt employee
- 86% considered the captain a non-exempt employee

Recommendations were made to increase educational and training qualifications for lieutenants and captains, restructure the assessment process, and broaden the assessment content.

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INTRODUCTION

Due to the growth in population and commerce within the City of Fort Oglethorpe, the Fort Oglethorpe City Council began the lengthy transition from a volunteer to a paid fire department in 1999. This transition created a problem where a volunteer firefighter with FOFR could advance through the ranks faster than a career firefighter with FOFR could. The career personnel had limited opportunity for rank advancement that would ultimately lead to a decrease in morale. The purpose of this applied research project was to develop equity among firefighters for advancement to officer positions with FOFR.

Stewart (1982, p.130) wrote that morale and motivation should be as important a part of your management plan as leadership and fireground command. Snook and Olsen, 1989, stressed that group attitudes strongly effected the outcome of activities. They cited that “up to 60 percent of people’s performance is based on their attitude and motivation toward what they are doing” (p. 179).

This applied research project used action research methodology to answer:

- 1) What would be the appropriate educational and training qualifications for an officer with FOFR?**
- 2) Does a volunteer officer acquire the same level of training and experience as a career officer within FOFR?**
- 3) How do other combination fire departments within the State of Georgia advance personnel to middle management positions?**

BACKGROUND AND SIGNIFICANCE

The Fort Oglethorpe Fire Department was incorporated in 1949 as a volunteer organization that provided fire protection to a community of 400 people. The need for emergency services expanded as the community grew and

businesses developed. This growth escalated the volume and complexity of calls, as well as the number of volunteers needed to maintain services within the city. As Little (1999) mentioned on page 10, "The number of members willing to work simply because you need them, or because of a desire to give back to their industry or profession, is rapidly diminishing. Many trade and professional organizations are finding that it is difficult to compete for their members' volunteer time." The increased time demands placed upon the FOFR volunteers resulted in limited availability for daytime responses, unpredictable manpower responses, limited ability to recruit additional volunteers, and a lack of time to impart training.

In 1998 Bush took the position that a paid staff could serve as ancillary support to the volunteers. Some departments found it necessary to hire paid staff for various reasons. Bush reported a paid staff was needed to help with increasing call volume, plus taking on new roles of emergency medical services, hazardous materials, and other specialized training and work requirements caused by new growth (p. 4).

In 1999, the FOFR Fire Chief convinced the city council to hire a paid day-crew. This paid crew supported the volunteer companies by responding to emergencies and assisting with station upkeep, maintaining equipment, completion of state-required reports, and additional clerical duties and functions required by the Insurance Service Office/Commercial Risk Services, Incorporated (ISO).

Prior to the implementation of career positions, volunteer firefighters who had served FOFR for five years were eligible to test for officer positions. The chief had the discretion of adding as many volunteer officers as he deemed adequate without requesting approval from the city council because no budgetary concerns were involved. With the addition of career positions, a vacancy in a budgeted

position had to occur in order for a career firefighter to advance upward in rank.

Contained in Part 553, Section 102 of the Fair Labor Standards Act (FLSA), “an individual can not perform hours of volunteer service for a public agency when such hours involve the same type of services which the individual is employed to perform for the same public agency.” Therefore, a career firefighter could not serve as a volunteer in a different classification within the same organization during his non-scheduled work times.

The problem that this project addressed was that a career firefighter could not advance into an officer rank unless additional positions were budgeted by the city council or an existing career officer vacated the paid position. The career crew was faced with limited opportunity for advancement in rank. When a volunteer firefighter was employed to fill a lower ranking career position within the department, the employee viewed this change as a demotion because he had to forfeit his previous rank. Conversely, a career firefighter who met eligibility requirements for a volunteer officer rank was denied the opportunity to test due to regulations established by the FLSA. If these limitations continued to exist, the department would exhibit decreased morale that would lead to decreased performance.

The culture of the organization was explored during the Executive Development Course of the EFO. A leader should be aware of the culture and the ability he holds to influence that culture. The shared values of personal achievement demonstrated through the rank structure of FOFR had been compromised due to a change in departmental funding. In order to preserve morale and motivation within the newly-formed career sector as well as in the

volunteer sector, all firefighters needed to have equal access to the promotional process.

LITERATURE REVIEW

The purpose of this review was to provide information from which to develop equitable advancement opportunities for volunteer and career firefighters with FOFR. The three content areas researched were: (a) What would be appropriate educational and training qualifications for an officer with FOFR? (b) Does a volunteer officer acquire the same level of training and experience as a career officer with FOFR? and (c) How do other combination fire departments within the State of Georgia advance personnel to middle management positions?

What Would be Appropriate Educational and Training Qualifications for an Officer with FOFR?

Simply stated by Stewart (1982), "An officer should not be selected or voted on because he is the most popular or because he has the most seniority, but should be selected based upon his ability to lead and make decisions instantaneously in the midst of crisis" (p.101).

In 1982 Boatner reviewed higher education requirements for the fire service in the standard metropolitan statistical area of Chicago and confirmed that firefighter duties and responsibilities continued to draw heavily on practical and manual skills but officers at all levels increasingly required more administrative expertise. His research identified that education beyond a high school diploma was not a minimum requirement in any of the 12 departments surveyed and that only two of the departments surveyed offered additional promotional opportunities to personnel who had acquired higher education (p.39). In spite of these findings, all

of the chiefs Boatner surveyed indicated that they believed participation in continuing education should be a factor in the promotional process. Management techniques and work ethics, employee relations, computer skills, report writing, chemistry, physics, and command training for fire control were identified by Boatner as skills lieutenants and captains should possess (p. 41). Nine chiefs [of the 12 surveyed] felt that company officers, lieutenants, and captains should have at least an associate degree (p. 41).

Stewart (1982) recommended that every line officer should be elected based upon the officer's ability to demonstrate maturity, poise, self-control (particularly on the fire ground), responsibility, and open-mindedness; strong interpersonal relations with firefighters; a solid performance record in training attendance; a strong performance record in fire department activities and functions, and general behavior (p.97).

The National Fire Protection Association (NFPA) Standard 1021 *Fire Officer Professional Qualifications* (1997) defined knowledge requirements for Fire Officer I and Fire Officer II. The standards did not mandate specific educational requirements but did delineate detailed performance objectives. To be certified as a Fire Officer I, an individual had to demonstrate a general understanding in the following areas: human resource management; community awareness/public relations; organizational structure; budget; communication skills; information management; inspection, investigation, and public education; emergency service delivery; and safety. Certification as a Fire Officer II extended the depth of knowledge and application required in Fire Officer I and added components addressing government structure and planning.

Does a Volunteer Officer Acquire the Same Level of Training and Experience as a Career Officer with FOFR?

According to Little, 1999, "The path from new volunteer to leader/officer could take from five to seven years or more and could require a member to occupy virtually every position along the way" (p.83). When a shortage of volunteers occurred, new volunteers might be moved into leadership positions before they were prepared for the roles. She pointed out that it was the responsibility of the department to make certain the volunteers were qualified and prepared to do the job. She emphasized monitoring volunteers following training to be certain each had acquired the skills needed to complete the task. If the volunteer officer could not do the job after attaining status, then the officer should be removed (p. 54).

The need for fire officers to possess a broad knowledge base was repeated in numerous articles and publications. In a National Fire Protection Association research paper (Asche et al., 2001), the authors warned against assuming that officers acquired adequate training simply by acquiring years of experience. "The role of the fire service had expanded beyond mere fire protection and that officers, in their role as managers, must have training in fiscal administration, public relations, human resource management, labor relations, fire codes, and pre-fire planning. It stated that huge areas of knowledge could not be gained by simply progressing through the ranks and recommended specialized training as one of the elements of a well-prepared officer" (p.10).

In Recruitment and Retention in the Volunteer Fire Service: Problems and Solutions (1998, December), three types of quality problems identified in the selection and tenure of officers were (a) unsuitability for being an officer, (b) lack of technical skills, and (c) lack of personnel management skills (p. 25). Bush,

Schaenman, and Thiel went on to clarify inadequate training as another common problem associated with volunteer officers. “The training must be affordable, accessible in the field, scheduled on nights and weekends, and conducted in a time span ‘that works’” (p. 26).

Informational resources were scarce which compared the training of volunteers to that of career firefighters. This was assumed to be due to the vast amount of variables that would be involved when comparing these two groups. Based on this assumption, the researcher gathered internal data to compare training hours and activity volumes of FOFR volunteers and career firefighters. This information was presented and discussed in the results section of this project.

How do Other Combination Fire Departments Within the State of Georgia Advance Personnel to Middle Management Positions?

The writings of various authors and established professional standards supported a need to test all line officers. Little, 1999, commented that it was a basic need for volunteers to be tested and trained.

Bush, Schaenman, and Thiel (1998) addressed the selection and tenure of volunteer officers. They reported that some departments use the same standards for promoting volunteer officers as career officers (i.e., a civil service exam and interviews). Some departments allowed their officers to be reelected after one to three year terms, however they were not locked into the position, and could return to being a basic member for their own peace of mind or for the good of the department. Other departments automatically rotated their officers after three years. To ensure competency, some departments required their officers to be re-tested every three years. The re-testing allowed other members to compete for the

position, encouraged officers to keep current, and kept the officers on their toes. (p. 26)

Stewart, 1982, outlined a comprehensive process for evaluating officer candidates. The evaluation for lieutenants and captains focused upon company officer size-up and initial orders as first due on an emergency scene. Assessment content included:

“knowledge of standard operating procedures, skill knowledge (ladders, overhaul, forcible entry, ventilation), knowledge of fire apparatus (centrifugal pumps, hydraulic systems on ladder trucks and elevating platforms), knowledge of hydraulics principles and practices, and knowledge of self-contained breathing apparatus” (p. 101).

The first step in Stewart’s three-step process was a written examination in the format of essay, fill-in-the-blank, true or false, and multiple choice items. A minimum passing score was established prior to administering the exam, which implied that a good depth of knowledge had to be possessed by all officers. A minimum score of 75% was generally accepted (p.101).

Although a written test was an excellent tool to use to find out how much someone knew about a particular subject, according to Stewart, it was just one measure of an individual’s potential as an officer. The second component in this promotional process involved an oral examination. Hypothetical situations with realistic complications would be presented which required the candidate to answer right away. The speed with which the candidate answered would enable the evaluators to gain a sense of the candidate’s level of confidence and his ability to react at a fire scene. Stewart suggested reducing the subjectivity associated with oral interviews by listing specific categories and judging the answers to the

questions against those categories. Example categories cited were self-control, judgment, oral expression, maturity, self-discipline, reasoning, and confidence (p.102). (See Appendix A for a sample rating sheet using this method.)

The final segment in the selection process recommended by Stewart was the fireground command simulation. This component placed the candidate as the officer in charge at a real fire under the supervision of a current line officer who was responsible for critiquing the candidate's performance. He recommended giving each candidate three to five command situations in order to reduce the natural tenseness and apprehension exhibited when someone knows he is being closely watched. Suggested criteria for this component was:

"What were the initial orders? How did those orders correspond to the situation? Did any situations develop that required a change in tactics and if so, how did the candidate react? Were all firefighters certain of what their orders were? How did the candidate coordinate the actions of other units at the scene? What actions and decisions would you rate as very strong? What actions or decisions would you rate as needing improvement?"

(p. 109)

Stewart proposed that after all candidates had been tested, the evaluation committee would submit to the membership the scores, grades, and reviews of all candidates without a recommendation. The membership would use the data to select the best candidate by majority vote.

Literature Review Summary

Although no recommendation or standard stipulated a specific level of education, an associate degree was implied as an optimal requirement. Line officers should possess managerial knowledge as well as knowledge in fireground tactics

and command. The skills mentioned that an officer should possess ranged from planning, organizing, motivating, controlling, and innovating to skills gained through specialized training programs (e.g., emergency medical service areas, hazardous materials, swift water rescue, etc.).

Based on the information gathered from this literature review, it was implied that volunteers had the potential of being placed into leadership positions before they were prepared for their roles. Adequate training for volunteers and volunteer leaders was an essential ingredient of volunteer retention and development. Various methods were discovered for selecting fire company officers, but a combination of a written exam and an oral interview was the most prevalent.

This researcher analyzed the existing job descriptions and promotional processes used by FOFR to incorporate trends and practices revealed in this literature review.

PROCEDURES

Definition of Terms

Career Firefighter. An individual employed in a fire service occupation.

Combination Fire Department. A fire department with a mix of salaried and volunteer personnel that perform fire suppression duties.

Executive Fire Officer Program (EFO). An initiative of the National Fire Academy designed to provide senior officers with a broad perspective on various facets of fire and emergency services administration.

Fair Labor Standard Act (FLSA). The federal law detailing minimum wage requirements, overtime provisions, and restrictions on the use of child labor.

Fire Officer I. A nationally recognized certification for individuals meeting the job performance requirements outlined in the National Fire Protection Association

Standards 1021, Fire Officer Professional Qualifications, Chapter 2.

Fire Officer II. A nationally recognized certification for individuals meeting the job performance requirements outlined in the National Fire Protection Association Standards 1021, Fire Officer Professional Qualifications, Chapter 3.

Georgia State Firefighter's Association (GSFA). A statewide organization that represents all factors of the fire service in Georgia (career, volunteer, industrial, government subscription and military) and all ranks from private to chief. The association recommends standards, guidelines, ordinances and laws to the House and Senate committees.

Insurance Service Office/Commercial Risk Services, Incorporated (ISO). An organization that develops fire insurance rate schedules for both commercial and industrial property and evaluates the performance of municipal fire suppression capabilities with the objective application of the Fire Suppression rating schedule.

Middle Management Staff Level Officer. A line officer position or management level position in the fire service, generally referring to the rank of lieutenant or captain.

National Fire Academy (NFA). The National Fire Academy, a division of the U.S. Fire Administration, Federal Emergency Management Agency, provides fire service personnel quality training in firefighting technology, organization development and management, and planning.

National Fire Protection Association (NFPA). An organization that recommends national standards and guidelines for the fire services.

Standard Operating Guideline (SOG). Guidelines written to define organizational policies and describe behavioral and performance expectations of department members.

Procedure Summary

The procedures used to complete this research included literature review; internal data collection of training hours, non-training hours, and incident response volume; and external data collection from all combination fire departments in the State of Georgia. FOFR statistics for volunteers and career firefighters were used to compare variances in training hours obtained, non-training hours obtained, and incident response volumes. Additionally, all combination fire departments within the State of Georgia were surveyed and the results were analyzed to determine practices for filling middle management positions.

Literature Review

The literature review was initiated at the National Fire Academy's Learning Resource Center (LRC) in January 2001. The literature review targeted trade journals, magazines, EFO papers, and textbooks containing information on eligibility requirements and promotional process for firefighters to the ranks of lieutenant and captain. Applicable sources were summarized and included in the literature review section of this project.

Statistical Analysis of Internal Data Collection

FOFR data for volunteer and career firefighters was obtained and used to compare training hours, non-training hours, and incident response volumes. The population for this data collection was limited to volunteers holding the rank of lieutenant or captain and career firefighters initially hired by FOFR. Data was collected for the same six-month period in two different years that identified the total number of training hours per firefighter, the total number of non-training hours per firefighter, and the total

volume of incident participation per firefighter. The first time period (January through June 2000) addressed hours and volumes prior to the implementation of the career positions. The second time period (January through June 2001) reflected the initial months of the career positions.

The comparison of statistics was used to evaluate the collected data. Two control groups were selected for comparison. The first group was comprised of the six volunteer firefighters who were hired to fill the initial career positions. The second group was comprised of the six remaining volunteer firefighters (officers) who were not hired to fill career positions.

The total training hours obtained by each control group in a six-month period prior to the initiation of career positions was compared to the total training hours obtained during the initial six-month period of career positions. The raw data was assembled in a table format (see Appendix B) for ease of comparison and graphed in the results section of this project to illustrate the contrast.

The total non-training activity hours obtained by each control group in a six-month period prior to the initiation of career positions was compared to the total non-training activity hours obtained during the initial six-month period of career positions. The non-training activity hours were categorized as either prevention/suppression/rescue (PSR) or administrative. The raw data was assembled in a table format (see Appendix C) for analysis and graphed in the results section of this project to illustrate the contrast.

The volume of incident participation of each control group in a six-month period

prior to the initiation of the career positions was compared to the volume of incident participation during the initial six-month period of career positions. The raw data was assembled in a table format (see Appendix D) and graphed in the results section of this project to illustrate the percentage of change.

Statistical Analysis of External Data Collection

A listing of all combination departments in the State of Georgia, along with their address, was obtained from the Georgia State Firefighters Association. Data was collected using a self-designed questionnaire. The ten closed-ended questions were formatted with either yes or no options or choices ranging from strongly agree to strongly disagree in order to categorize the data for analysis. To be assured that a department did not respond to more than one questionnaire and to focus the researcher's efforts toward only those departments that did not respond to the initial request, the researcher marked each questionnaire with a number assigned to a specific department and included a return envelope with each request. A second request was mailed to all non-responding departments thirty days after the mailing of the initial request. (The questionnaire is included in Appendix E and the raw data collected from survey is included in Appendix F.) The data is discussed in the results section of this research project.

Assumptions

The procedures employed in the research project were based on three basic assumptions. First, it was assumed that all authors referred in the literature review performed objective and unbiased research. Second, it was assumed that the amount

of training and participation in incident response was equally available to all firefighters. Third, it was assumed that the information collected in the survey was current and factual.

Limitations

This research project was limited by the lack of literature available on combination departments. The National Fire Academy Learning Resource Center was unable to locate a research paper on the promotion process of combination departments. Because the career positions had only been in place for six months, another limitation encountered was the brief time period available for internal comparative statistics. Additionally, a lack of time was available to determine if the city council would approve the revised promotional process and job descriptions and the future impact these changes would have on the department's morale.

RESULTS

Based on the literature review and the data collected from internal and external sources for this project, the promotional process used by FOFR was recommended for revision and a written procedure was designed to address the assessment content and process. (See Appendixes G and H for the recommended promotional

processes for the ranks of lieutenant and captain.) Additionally, educational and training qualifications were increased for the ranks of lieutenant and captain and the job descriptions were revised to reflect these changes. (See Appendixes I and J for proposed job descriptions for the ranks of lieutenant and captain.)

Answers to Research Questions

1) What would be the appropriate educational and training qualifications for an officer with FOFR?

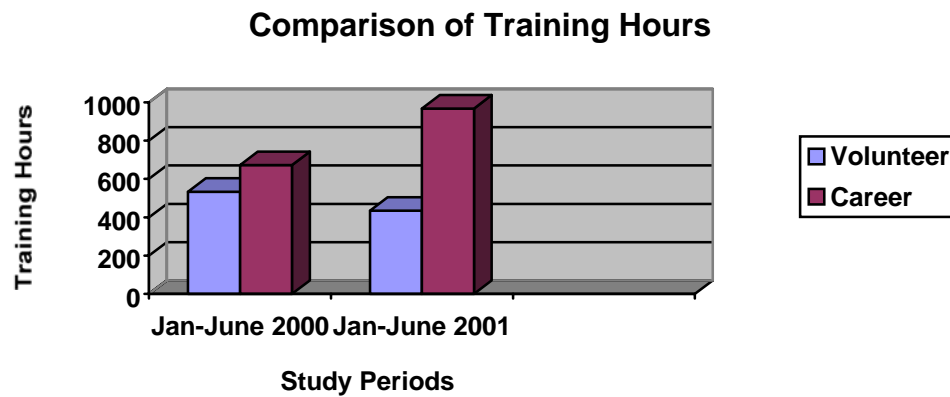
Research indicated that due to the increased demands placed upon the fire service manager, high job requirements and specialty training were essential to performing the job functions. Specific requirements for training levels were identified in this project. It was recommended that the educational and training qualifications for the ranks of lieutenant and captain be changed to coincide with the standards established by the National Fire Protection Association (NFPA) for Fire Officer I and Fire Officer II, respectively.

2) Does a volunteer officer acquire the same level of training and experience as a career officer with FOFR?

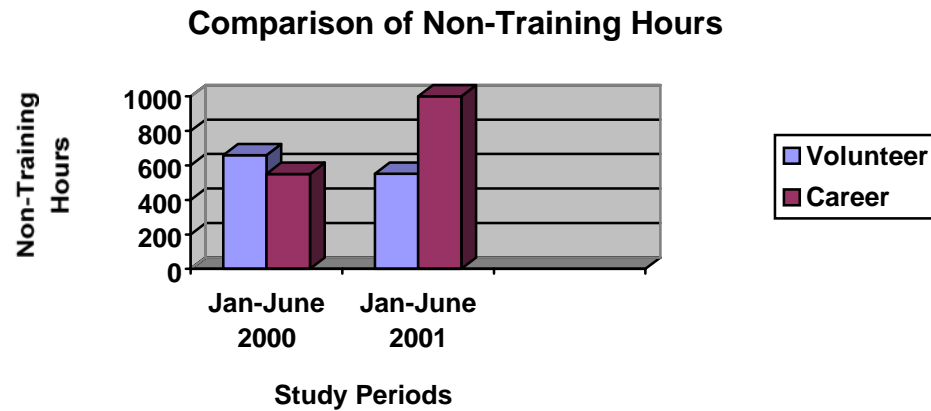
Internal data collection was conducted and used to compare the FOFR officers. (See Appendixes B, C, and D for tables of comparative data of training hours, non-training hours, and incident response volumes.) The data revealed that a firefighter remaining in a volunteer position does not acquire the same level of training and experience as that of a career position.

The training hours acquired by volunteer firefighters hired into career positions increased by 59%. This reflected an increase in the average hours per firefighter from 112 hours to 161 hours in the six-month comparison period.

The training hours acquired by volunteer firefighters who remained in a volunteer position decreased by 10%. This reflected a decrease in the average hours per firefighter from 89 hours to 72 hours in the six-month comparison period.

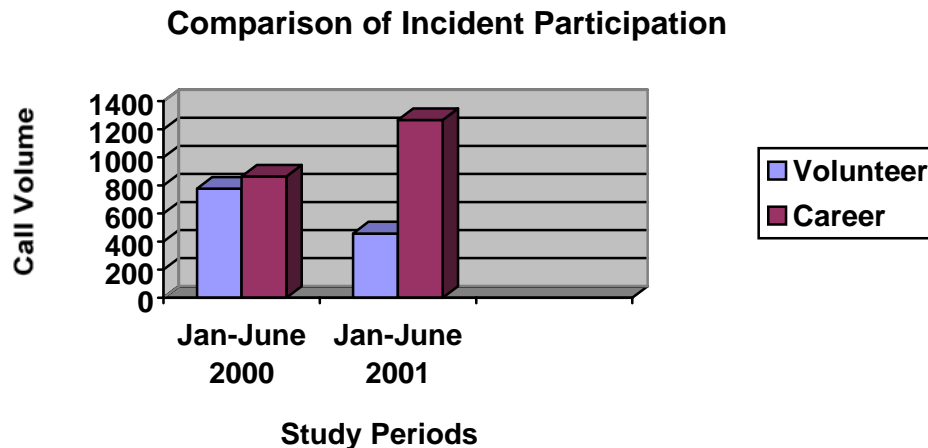
Figure 1.

The non-training hours acquired by volunteer firefighters hired into career positions increased by 29%. This reflected an increase in the average hours per firefighter from 92 hours to 167 hours in the six-month comparison period. The non-training hours acquired by volunteer firefighters who remained in a volunteer position decreased by 9%. This reflected a decrease in the average hours per firefighter from 110 hours to 92 hours in the six-month comparison period.

Figure 2.

The volume of incident participation acquired by volunteer firefighters hired into career positions increased by 19%. This reflected an increase in the average response volume per firefighter from 144 hours to 211 responses in the six-month comparison period.

The volume of incident participation acquired by volunteer firefighters who remained in a volunteer position decreased by 26%. This reflected a decrease in the average responses per firefighter from 130 responses to 76 responses in the six-month comparison period.

Figure 3.

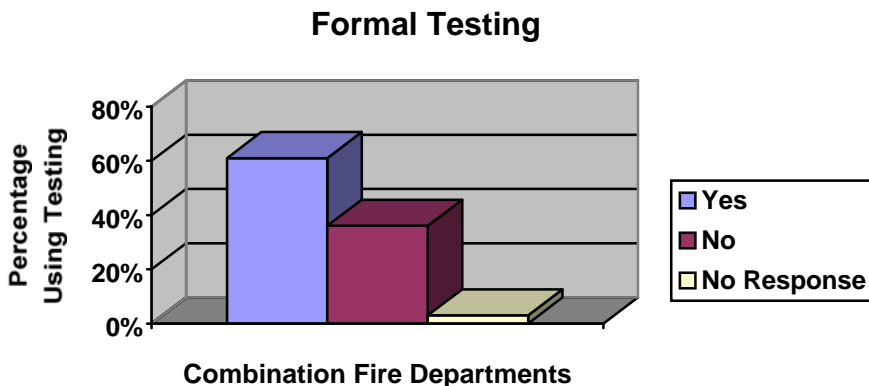
3) How do other combination fire departments within the State of Georgia advance personnel to middle management positions?

External data collection was employed to answer this question by surveying all combination fire departments in the State of Georgia. Of the 73 departments queried, 62 responded, resulting in an 85% response rate. The following information was obtained from this data.

- a) Does your department use a formal testing procedure for the ranks of lieutenant and captain?

A formal testing procedure was used for the rank of lieutenant and captain in 61% of the departments reporting.

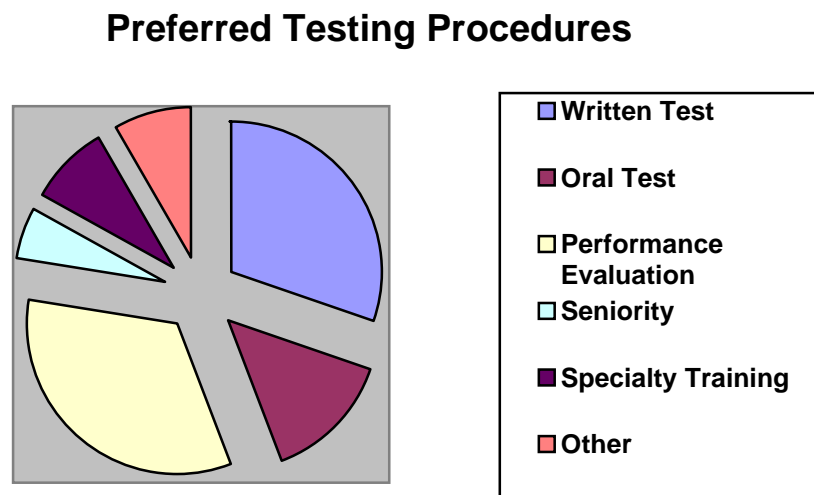
Figure 4.



- b) Rank the following methods currently used in the order of importance in candidate testing procedures. (Methods from which to select were written test, oral test, performance evaluation, seniority, specialty training, and other.)

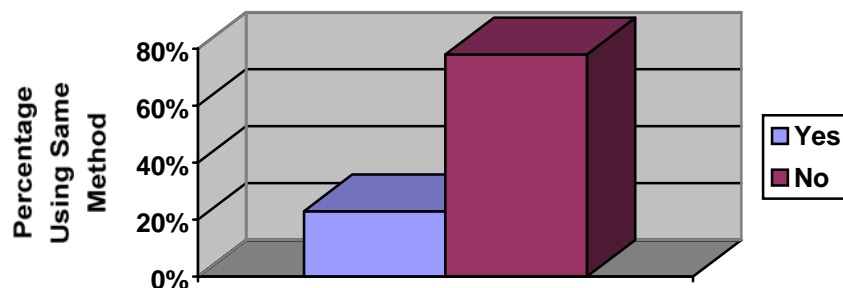
Of the six options available for this question, 67% indicated the performance evaluation as the most important element in the evaluation process. The remaining options ranking in order of importance were: written examination (61%), oral examination (28%), specialty training (17%), other (17%), and seniority (11%).

Figure 5.



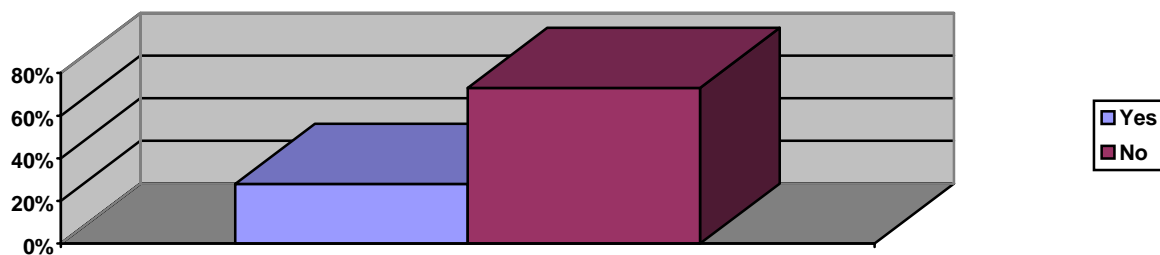
c) Are volunteer personnel tested for lieutenant and captain positions using the same procedures as paid/career personnel?

Only 23% reported using the same testing procedure for the rank of lieutenant and captain for both volunteer and career positions. The majority of combination departments in Georgia (78%) use a different method of evaluating volunteer personnel.

Figure 6.**Testing Procedure: Volunteer vs. Career**

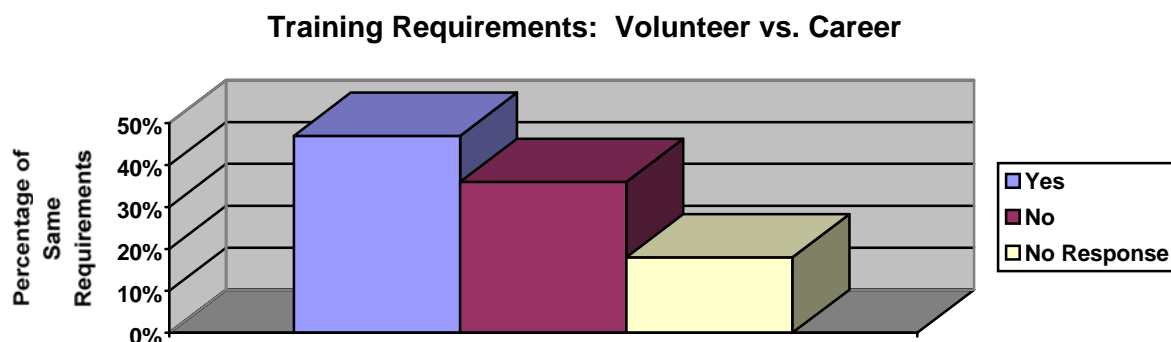
- d) Can volunteer personnel hold the rank of lieutenant or captain over paid/career personnel?

Volunteers cannot hold a rank over career personnel in 73% of the combination departments.

Figure 7.**Can Volunteers Hold Rank Over Career Positions**

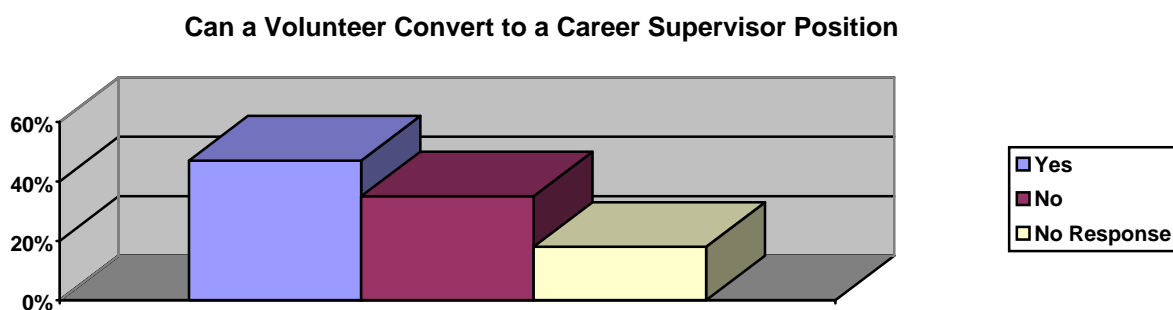
- e) Do volunteer officers have the same training and educational requirements as that of the paid/career officers?

Volunteer officers were held to the same requirements as that of career officers in 47% of the departments reporting.

Figure 8.

- f) When a lieutenant or captain paid/career position vacancy exists, can a volunteer officer be employed to fill that vacancy even if a paid/career firefighter applies for the same position?

Of the departments reporting, 35% advised they would not allow a volunteer firefighter to fill a vacated rank of a career officer position. However, 45% reported that a volunteer would be eligible to be hired into the rank of lieutenant or captain over a career firefighter.

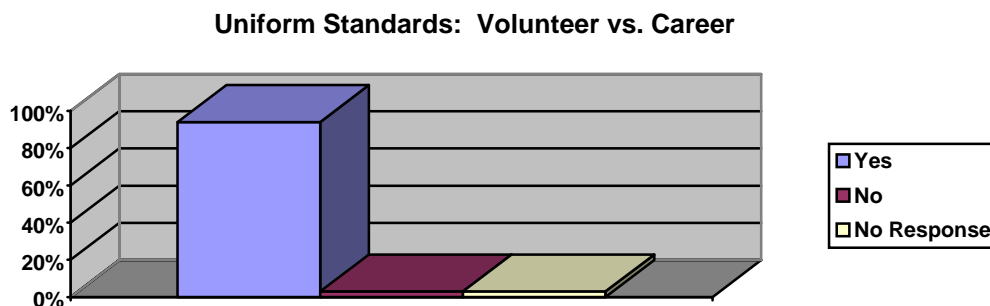
Figure 9.

- g) Are the volunteer core personnel required to adhere to the same standard operating guidelines and work rules (*i.e. hair length, dress code, attendance*) as that of the paid/career personnel?

Almost all reporting departments (94%) required volunteers to adhere to the

same standard operating guidelines and work rules of career personnel.

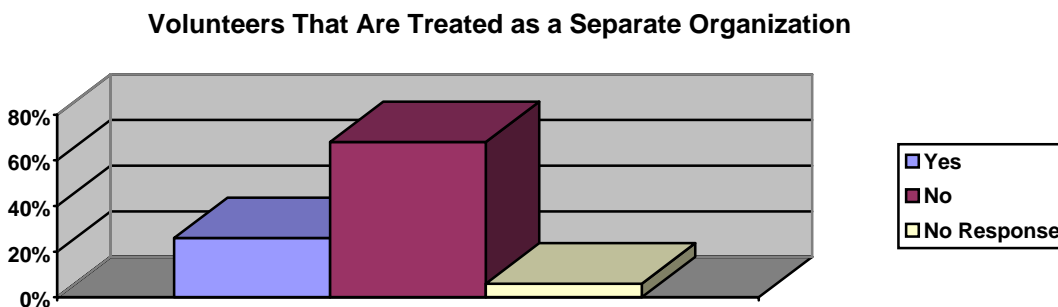
Figure 10.



- h) Are the volunteer personnel established as a separate organization from the paid personnel?

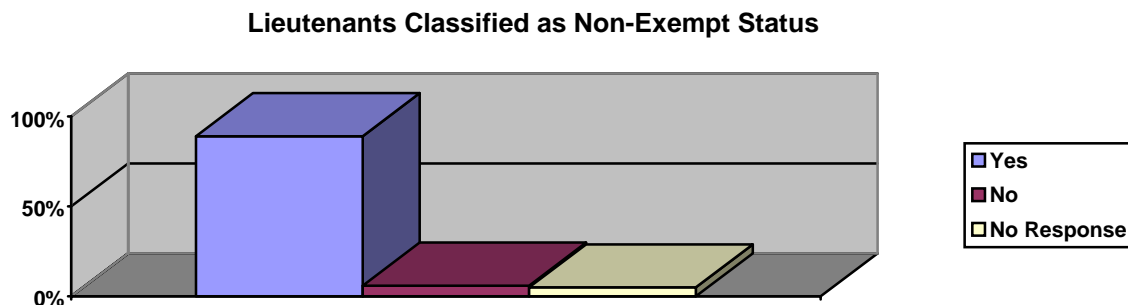
Of the departments reporting, 26% indicated the volunteer core was a separate organization from the career personnel.

Figure 11.



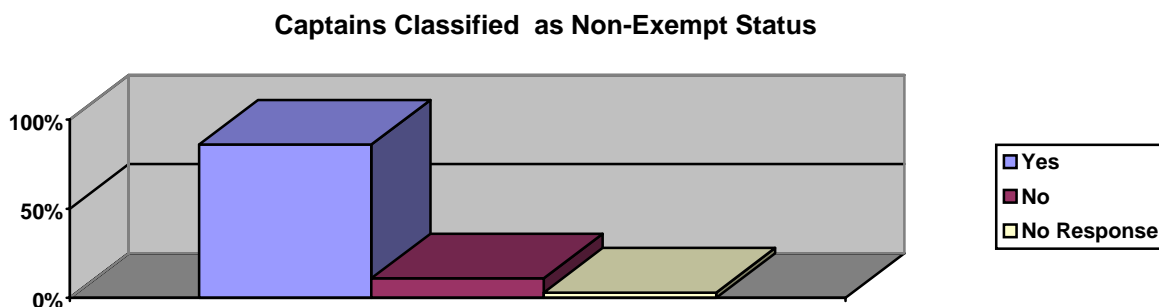
- i) Under the Fair Labor Standards Act, the lieutenant position is considered to be a non-exempt employee.

Of the departments reporting, 89% classified the rank of lieutenant as a non-exempt position.

Figure 12.

- j) Under the Fair Labor Standards Act, the captain position is considered to be a non-exempt employee.

Of the departments reporting, 86% classified the rank of captain as a non-exempt position.

Figure 13.

DISCUSSION

The proposed testing procedures and job descriptions for FOFR reflected the research completed by the author. The new process should provide equity for advancement for volunteer and career firefighters into middle management positions.

The literature reviewed constantly repeated the need for an officer to

possess managerial knowledge as well as knowledge in fireground tactics and command. Implications for higher qualifications for the rank of lieutenant and captain could limit the number of candidates that would be eligible for the position. Although no specific level of education for middle management positions was revealed, much of the literature recommended the chief officers obtain a bachelor degree. NFPA 1021 Standard for Fire Officer Professional Qualifications (1997) required a fire officer to have extensive knowledge in human resource management, community and government relations, information management, and safety.

If FOFR were to establish certification as Fire Officer I and Fire Officer II for the education and training prerequisites for the ranks of lieutenant and captain, respectively, the future impact would be detrimental for the department. Internal data collection supported Little's statement that the number of volunteers who were willing to devote time to the profession was rapidly diminishing. The Georgia Fire Academy has proposed certification as Fire Officer I through a Fire Officer Development Curriculum requiring completion of 17 classes totaling 431 hours. If Georgia Fire Academy's proposal was adopted, it would virtually eliminate all FOFR firefighters from qualifying for any officer position. Therefore, proposed education and training prerequisites for the ranks of lieutenant and captain were based on the content of Fire Officer I and Fire Officer II, but actual certification was not deemed feasible for FOFR by this author.

The promotional process used by FOFR consisted of a written and oral assessment for the rank of lieutenant but the rank of captain was an appointment made entirely by the fire chief. A recommendation was made to revise the process to include the rank of captain among the tested positions.

The research emphasized that a fire officer should be tested and not merely placed in the position because of seniority or favoritism. The proposed promotional process for FOFR was based on Stewart's three-step assessment method. The written

examination would be used to discover the candidate's knowledge base. The oral examination would be used to reveal the candidate's ability to apply the knowledge. The computer simulation would be used to determine the reaction time of the candidate in the midst of crisis. To encourage higher education, an additional component was added that would reward formal education and training acquired by the candidate. (See Appendixes G and H for promotional procedures for lieutenant and captain, respectively.)

RECOMMENDATIONS

The purpose of this project was to develop equity for advancement of firefighters into officer positions within FOFR. The problem was a volunteer firefighter could advance through the ranks faster than a career firefighter with FOFR. Changes recommended to the promotional process were to (a) increase the minimal educational and training qualifications for the ranks of lieutenant and captain, (b) restructure the assessment process, and (c) broaden the content of the assessments.

The proposed changes would apply to all firefighters ---career and volunteer status. Every candidate would have knowledge of the content areas to be assessed prior to applying for the position. This would require all potential candidates to demonstrate the same knowledge and skills, regardless of affiliation status.

Part of the disparity in acquiring higher ranking positions with FOFR was created by the FLSA classification of exempt and non-exempt status for the paid

personnel. The FOFR ranks of lieutenant and captain are classified as exempt status. A majority percentage of combination departments in Georgia classified the ranks of lieutenant and captain as non-exempt. The author recommends additional research be

conducted to confirm the appropriate designation.

The proposed promotional process will provide continuity in the quality of officers. An extension of this research would be to address adequate staffing levels. Questions to consider in additional research projects may include (a) how many positions should be adequate to meet the increasing response volume and (b) should volunteers be allowed to hold officer positions in a non-career status.

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APPENDIX A

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ORAL EXAMINATION RATING SHEET

[illegible]

APPENDIX B

Table A

NUMBER OF TRAINING HOURS

Control Group 1

(volunteer firefighters who were hired to fill the initial career positions)

Firefighter	January – June 2000 (Volunteer)	January – June 2001 (Career Positions)	Volume Variance	Percentage of Change
1	167.5	144		
2	70	229		
3	106	151.5		
4	180.5	112		
5	148.5	159.5		
6	N/A	171		
Total	672.5	967	↑ 294.5	↑ 58.98%
Average hours per firefighter	112.08 hours	161.17 hours		

Control Group 2

(volunteer firefighters [officers] who did not fill the initial career positions)

Firefighter	January - June 2000 (Volunteer)	January – June 2001 (Career Positions)	Volume Variance	Percentage of Change
7	69	87		
8	99	89		
9	76	75		
10	124	78		
11	84	38		
12	82	67.5		
Total	534	434.5	↓ 99.5	↓ 10.3%
Average hours per firefighter	89 hours	72.42 hours		

APPENDIX C

Table B

NUMBER OF NON-TRAINING ACTIVITY HOURS**Control Group 1**

(volunteer firefighters who were hired to fill the initial career positions)

Firefighter	January-June 2000 (Volunteer)			January-June 2001 (Career Positions)			Volume Change *	Percent Change *
	PSR	A	Total	PSR	A	Total		
1	69	8	77	152.16	63.93	216.09		
2	119.75	17	136.75	137.74	-	137.74		
3	174.89	30	204.89	228.14	76.25	304.39		
4	55.97	-	55.97	68.26	025	68.51		
5	75.99	-	75.99	53.64	-	53.64		
6	N/A	N/A	N/A	200.10	22.25	222.35		
Total	495.60 (90%)	55 (10%)	550.60	840.04 (83.7%)	162.68 (16.3%)	1002.72	↑ 452	↑ 29%
Average hours per firefighter	91.76 hours			167.12 hours				

Control Group 2

(volunteer firefighters [officers] who did not fill the initial career positions)

Firefighter	January-June 2000 (Volunteer)			January-June 2001 (Career Positions)			Volume Change *	Percent Change *
	PSR	A	Total	PSR	A	Total		
7	29.92	12	41.92	167.45	11.50	178.95		
8	77.91	-	77.91	75.46	2.25	77.71		
9	118.90	39.50	158.40	156.04	11.50	167.54		
10	203.62	32	235.62	32.02	-	32.02		
11	101.86	11	112.86	50.52	-	50.52		
12	32.52	-	32.52	44.98	-	44.98		
Total	553.73 (84%)	105.5 (16%)	659.23	526.47 (95%)	25.25 (5%)	551.72	↓ 108	↓ 9 %
Average hours per firefighter	109.87 hours			91.95 hours				

PSR = prevention/suppression/rescue activities (fire incident, medical incident, duty crew, hydrant testing and inspection, fire prevention)**A** = administrative activities (meetings, public relations, work details, other)

* = rounded to nearest whole number

APPENDIX D

Table C

VOLUME OF INCIDENT PARTICIPATION**Control Group 1**

(volunteer firefighters who were hired to fill the initial career positions)

Firefighter	January-June 2000 (Volunteer)	January – June 2001 (Career Positions)	Volume Change	Percent Change
1	158	255		
2	213	246		
3	234	327		
4	114	86		
5	145	92		
6	N/A	266		
Total	864	1266	↑ 402	↑ 18.87%
Average volume per firefighter	144 responses	211 responses		

Control Group 2

(volunteer firefighters [officers] who did not fill the initial career positions)

Firefighters	January-June 2000 (Volunteer)	January – June 2001 (Career Positions)	Volume Change	Percent Change
7	37	62		
8	175	122		
9	176	106		
10	166	40		
11	166	74		
12	58	54		
Total	778	458	↓ 320	↓ 25.89%
Average volume per firefighter	130 responses	76 responses		

Questionnaire Raw Data

1. Does your department use a formal testing procedure for the ranks of lieutenant and captain? (If no, skip to question 5)

Yes: **38**

No: 22

2. Rank the following methods currently used in order of importance in candidate training procedures: (1 being most important and 5 being the not important)

	1	2	3	4	5
Written Test	11	2	3	0	0
Oral Test	5	6	2	2	1
Performance Evaluation	12	2	1	2	0
Seniority	2	1	5	4	3
Specialty Training	3	2	7	2	2
<i>(EMT/paramedic, hazardous materials technician, arson investigation, ...)</i>					
Other	3	2	3	0	1

3. Are volunteer personnel tested for lieutenant and captain positions using the same procedures as paid/career personnel?

Yes: 9

No: 31

4. Can volunteer personnel hold the rank of lieutenant or captain over paid/career personnel?

Yes: 11

No: 29

5. Do volunteer officers have the same training and educational requirements as that of the paid/career officers?

Yes: **29**

No: 22

6. When a lieutenant or captain paid/career position vacancy exists, can a volunteer officer be employed to fill that vacancy even if a paid/career firefighter applies for the same position?

Yes: **29**

No: 22

7. Are the volunteer core personnel required to adhere to the same standard operating guidelines and work rules (i.e., hair length, dress code, attendance) as that of the paid/career personnel?

Yes: **58**

No: 2

8. Are the volunteer personnel established as a separate organization from the paid personnel?

Yes: 16

No: 42

9. Under the Fair Labor Standards Act, the lieutenant position is considered to be a non-exempt employee.

Yes: **55**

No: 4

10. Under the Fair Labor Standards Act, the captain position is considered to be a non-exempt employee.

Yes: **53**

No: 7

APPENDIX G

Fort Oglethorpe Fire and Rescue Promotional Procedures: Fire Lieutenant

PURPOSE:

To provide a standard procedure for the promotional process for fire lieutenant.

POLICY:

Promotional Requirements: Fire Lieutenant

PROCEDURE:

- 1) Applicants must have current certification in the following:
 - a) Basic First Responder/CPR
 - b) BCLS (CPR)
 - c) BCLS Instructor (CPR)
 - d) NPQ Firefighter II through Georgia Firefighter Standards and Training Council
- 2) Applicants must have at least five (5) years continuous service with Fort Oglethorpe Fire & Rescue, or a comparable department.
- 3) Applicant must:
 - a) Have held the rank of Sergeant for two (2) years
 - b) Possess a Class A Georgia Driver's License
 - c) Have completed a vehicle extrication class offered by the Georgia Fire Academy
- 4) Applicants must be in good standing, meeting all requirements within the present position of employment.
- 5) Applicants seeking the position of lieutenant will be evaluated by the following criteria:

College Degree (15 points)

Each college degree (Associate, Bachelor, or Masters) obtained will be valued at 5 points per degree up to a maximum of 15 points.

Computer Simulation (20 points)

Scores in the range of 1 through 10 will be awarded based upon the grading percentage of success with the simulation.

Interview (35 points)

A total of 35 points may be awarded from the average of at least three (3)

evaluators based upon actions in management situations.

Written Examination (30 points)

A written examination consisting of 100 multiple-choice questions addressing fire and EMS, management tactics and command situations will be administered.

The following sources are recommended as reference and study materials for preparation for the lieutenant's examination:

- 1) Department SOP's and Policy and Work Policies
- 2) IFSTA Essentials of Firefighting – current edition
- 3) IFSTA Training Series – current edition
- 4) IFSTA Fire Inspection – current edition
- 5) IFSTA hazardous Materials – current edition
- 6) IFSTA Company Officer – current edition
- 7) Fire Officer's Handbook of Tactics – 2nd edition – John Norman
- 8) Building Construction for the Fire Service – 2nd edition – NFPA – Brannigan
- 9) Fire Suppression Rating Schedule Handbook – Harry E. Hickey, Ph.D.

APPENDIX H

Fort Oglethorpe Fire and Rescue Promotional Procedures: Fire Captain

PURPOSE:

To provide a standard procedure for the promotional process for fire captain.

POLICY:

Promotional Requirements: Fire Captain

PROCEDURE:

- 1) Applicants must have current certification in the following:
 - a) Basic EMT and registered as a Basic EMT by the National Registry of EMTs.
 - b) BCLS (CPR)
 - c) NPQ Firefighter II
 - d) NPQ Fire Officer I
 - e) NPQ Fire Inspector I
 - f) NPQ Fire Educator I
 - g) Instructor Certification from the State of Georgia (in either Fire or EMS Training)
- 2) Applicants must have at least three (3) years experience as a lieutenant with Fort Oglethorpe Fire & Rescue, or a comparable department.
- 3) Applicant must:
 - a) Hold the rank of lieutenant
 - b) Possess a Class A Georgia Driver's License
 - c) Have completed a vehicle extrication class offered by the Georgia Fire Academy
- 4) Applicants must be in good standing, meeting all requirements within the present position of employment.
- 5) Applicants seeking the position of captain will be evaluated by the following criteria:

College Degree (15 points)

Each college degree (Associate, Bachelor, or Masters) obtained will be valued at 5 points per degree up to a maximum of 15 points.

Computer Simulation (20 points)

Scores in the range of 1 through 10 will be awarded based upon the grading percentage of success with the simulation.

Interview (35 points)

A total of 35 points may be awarded from the average of at least three (3) evaluators based upon actions in management situations.

Written Examination (30 points)

A written examination consisting of 100 multiple-choice questions addressing fire and EMS, management tactics and command situations will be administered.

The following sources are recommended as reference and study materials for preparation for the lieutenant's examination:

- 1) Department SOP's and Policy and Work Policies
- 2) IFSTA Essentials of Firefighting – current edition
- 3) IFSTA Training Series – current edition
- 4) IFSTA Fire Inspection – current edition
- 5) IFSTA hazardous Materials – current edition
- 6) IFSTA Company Officer – current edition
- 7) Fire Officer's Handbook of Tactics – 2nd edition – John Norman
- 8) Building Construction for the Fire Service – 2nd edition – NFPA – Brannigan
- 9) Fire Suppression Rating Schedule Handbook – Harry E. Hickey, Ph.D.
- 10) The Fire Chief's Handbook – 4th edition – James F. Casey (editor)
- 11) The Fire Protection Handbook –
- 12) Fire Officer's Handbook of Tactics – 2nd edition – John Norman

APPENDIX I

LIEUTENANT

FORT OGLETHORPE, GEORGIA
JOB DESCRIPTION

JOB TITLE:	Lieutenant	POSITION APPROVED:
DEPARTMENT:	Fire	POSITION REVISED:
POSITION NO.:		FLSA STATUS: Exempt
PAY GRADE:	14	PHYSICAL REQUIRED:

GENERAL STATEMENT OF JOB

Under occasional supervision, supervises firefighters on an assigned shift in responding to emergency calls and fighting/suppressing fires. Assists the Captain with various shift functions. Duties include: responding to fire/rescue/medical emergency calls for saving/protection of life and property, driving/operating fire apparatus, controlling/extinguishing fires, providing basic life support to sick/injured persons, coordinating training activities, and coordinating maintenance of fire equipment/facilities. Reports to the Captain and/or Assistant Chief.

SPECIFIC DUTIES AND RESPONSIBILITIES**ESSENTIAL JOB FUNCTIONS**

ALL FUNCTIONS MAY NOT BE PERFORMED BY ALL INCUMBENTS.

Supervises, directs and evaluates assigned staff, processing employee concerns and problems, directing work, counseling, and disciplining; assists in completing employee performance appraisals; supervises fire station with one staffed apparatus.

Coordinates daily work activities of firefighters on assigned shift; organizes, prioritizes, and assigns work; assists in developing work schedules; monitors status of work in progress and inspects completed work; consults with assigned staff, assists with complex/problem situations, and provides technical expertise. Consults with and reports to Captains on station status and issues/details as necessary.

Ensures staff compliance with all applicable codes, laws, rules, regulations, standards, policies and procedures; ensures adherence to established safety procedures; monitors work environment and use of safety equipment to ensure safety of employees and other individuals; initiates any actions necessary to correct deviations or violations.

Consults with supervisor, commanding officers, and other officials as needed to review work activities, report incident status/progress, resolve problems, and receive advice/direction.

Responds to fire, rescue, and medical emergency scenes in a supervisory capacity; performs duties in routine and emergency situations; saves/protects life and property.

Supervises emergency operations; assesses/determines nature of situation, personnel needed,

potential dangers to life and property, and fire fighting strategies/tactics; reports situation to supervisory personnel.

Participates in fire suppression and rescue operations utilizing appropriate equipment and techniques; positions/climbs ladders of various heights; locates water supplies; selects appropriate nozzles; directs stream of water or chemicals onto fire; assists with laying out, maneuvering, disconnecting, and rolling hoses; performs search, rescue, extrication of victims, and forcible entries; assists individuals from burning structures; ventilates smoke and gas from buildings; establishes openings in building for entrance, ventilation, or salvage; performs salvage and overhaul functions.

Administers medical care to injured/sick persons per First Responder guidelines.

Drives, operates, and monitors a variety of fire vehicles/apparatus; determines best route to reach location of emergency calls; performs safe driving functions in various weather conditions.

Conducts and assists with fire investigations to determine cause/origin of fires; gathers information, preserves evidence, and assists in identifying cause/origin of fires.

Conducts pre-fire plan visits to local businesses as prescribed by Fire Marshal; completes pre-fire plan reports and drawings; reviews work of subordinate personnel.

Assists with fire prevention aspects of building inspections to ensure compliance with fire prevention codes.

Maintains fire equipment in a state of readiness/preparation for emergency response; checks/maintains stock of equipment and supplies on fire vehicles and in fire station; re-loads equipment and apparatus following response to emergency calls; prepares apparatus for subsequent emergencies; coordinates testing of hoses and pumps on apparatus.

Supervises and performs general maintenance tasks necessary to keep vehicles, building, hydrants, equipment and tools in operable condition, which may include inspecting/testing equipment, replacing fluids, greasing equipment, replacing parts, washing/cleaning equipment, or cleaning quarters; monitors equipment operations to maintain efficiency and safety; report faulty equipment for necessary maintenance work.

Monitors inventory of department equipment and supplies; gathers supplies for outstations; initiates requests for new/replacement materials.

Conducts and assists with training of recruit school and fire department personnel.

Conducts and assists with public fire education programs offered by the department; provides education to the public concerning fire safety and fire prevention; conducts tours of fire station and equipment.

Prepares or completes various forms, reports, correspondence, logs, schedules, work orders, equipment testing records, training records, vehicle maintenance reports, performance evaluations, incident reports, pre-fire plans, fire investigation reports, inventory reports, or other documents.

Receives various forms, reports, correspondence, vehicle maintenance reports, inventory reports, incident reports, accident reports, pre-fire plans, fire reports, loss reports, billing invoices, supply requests, training reports, class registrations, time sheets, training materials, codes, rules, regulations, policies, procedures, manuals, reference materials, or other documentation; reviews, completes, processes, forwards or retains as appropriate.

Operates a computer to enter, retrieve, review or modify data; utilizes word processing, database, or other software programs.

Communicates via telephone and/or two-way radio; communicates effectively and coherently over radio channels while initiating and responding to radio communications; provides information and assistance; takes and relays messages; responds to request for service or assistance.

Communicates with supervisors, employees, volunteers, dispatchers, other divisions, other departments, fire officials, law enforcement officials, medical personnel, outside agencies, property owners/occupants, victims, utility companies, civic organizations, the public, and other individuals as needed to coordinate work activities, review status of work, exchange information, resolve problems, or give/receive advice/direction.

Assumes duties of the Captain in his/her absence.

Maintains a comprehensive, current knowledge and awareness of applicable laws, regulations, policies and procedures; maintains an awareness of new equipment, procedures, trends and advances in the profession; reads professional literature; maintains professional affiliations; attends shift meetings, training sessions, workshops and seminars as appropriate.

ADDITIONAL JOB FUNCTIONS

Performs other related duties as required.

MINIMUM TRAINING AND QUALIFICATIONS

High school diploma or GED; two (2) years previous experience with the rank of Sergeant with training that includes fire suppression, fire truck driving/operations, and First

Responder emergency medical treatment; or any equivalent combination of education, training, and experience which provides the requisite knowledge, skills, and abilities for this job. Must possess and maintain valid Georgia Certified Fire Fighter through Georgia Firefighter Standards and Training, valid Georgia First Responder, current CPR certification, NPQ Firefighter II, training and knowledge in the following areas: valid Auto Extrication, Confined Space, Trench Rescue and have a Georgia Driver's Class A License. Must be able to obtain Fire Arson Investigator certification, and Fire In-Service Instructor within twelve (12) months of appointment to position.

(ADA) MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

PHYSICAL REQUIREMENTS: Must be physically able to operate a variety of fire fighting equipment, tools, fire station equipment, and office equipment such as a motor vehicle, fire engine, tanker, ladder truck, pump apparatus, smoke detector, carbon monoxide detector, fire extinguisher, generator, chain saw, air compressor, breathing apparatus, hoses, nozzles, connectors, hydrants, ladders, extrication tools, hydraulic tools, air lift bags, mechanic tools, axe, pry bar, rake, shovel, portable lights, gauges, first aid supplies, computer, printer, copy machine, facsimile machine, calculator, telephone, and radio communications equipment. Must be able to use body members to work, move or carry objects or materials. Must be able to exert up to fifty pounds of force occasionally, and/or up to twenty pounds frequently. Physical demand requirements are at levels of those for active work. Must be able to lift and/or carry weights of one hundred pounds.

DATA CONCEPTION: Requires the ability to compare and/or judge the readily observable functional, structural, or compositional characteristics (whether similar to or divergent from obvious standard) of data, people, or things.

INTERPERSONAL COMMUNICATION: Requires the ability of speaking and/or signaling people to convey or exchange fire fighting and emergency medical information. Includes giving assignments and/or directions to co-workers or assistants.

LANGUAGE ABILITY: Requires the ability to read a variety of informational, fire fighting, and emergency medical documentation, directions, instructions, and methods and procedures. Requires the ability to write reports and essays with proper format, punctuation, spelling and grammar, using all parts of speech. Requires the ability to speak with and before others with poise, voice control, and confidence using correct English and well-modulated voice.

INTELLIGENCE: Requires the ability to learn and understand relatively complex principles and techniques, to make independent judgements in absence of supervision, and to acquire knowledge of topics related to primary occupation.

VERBAL APTITUDE: Requires the ability to record and deliver fire fighting and emergency medical information, to explain procedures, and to follow verbal and written instructions.

NUMERICAL APTITUDE: Requires the ability to utilize mathematical formulas, add and subtract totals, multiply and divide, determine percentages, and determine time and weight.

FORM/SPATIAL APTITUDE: Requires the ability to inspect items for proper length, width, and shape, visually with fire investigation equipment and measuring/recording instruments.

MOTOR COORDINATION: Requires the ability to coordinate hands and eyes in using automated office equipment, fire fighting equipment, and motor vehicles.

MANUAL DEXTERITY: Requires the ability to handle a variety of items, office equipment, fire fighting equipment, emergency medical equipment, motor vehicles, control knobs, switches, etc. Must have the ability to use one hand for twisting or turning motion while coordinating other hand with different activities. Must have considerable levels of eye/hand/foot coordination.

COLOR DISCRIMINATION: Requires the ability to differentiate colors and shades of color.

INTERPERSONAL TEMPERAMENT: Requires the ability to deal with people beyond giving and receiving instructions. The worker needs to relate to people in situations involving more than giving or receiving instructions such as in interpreting assignments and instructions. Must be adaptable to performing under considerable stress when confronted with an emergency.

PHYSICAL COMMUNICATION: Requires the ability to talk and/or hear (talking - expressing or exchanging ideas by means of spoken words) (hearing - perceiving nature of sounds by ear).

KNOWLEDGE OF JOB

Has thorough knowledge of the policies, procedures, and activities of the City and of fire fighting practices as they pertain to the performance of duties relating to the position of Lieutenant. Has thorough knowledge of modern fire fighting techniques as related to fire prevention and detection. Is skilled in use of fire fighting equipment, their maintenance and safety practices. Has thorough knowledge of departmental practices as necessary in the completion of daily responsibilities. Has comprehensive knowledge of the terminology, principles, and methods utilized within the department. Knows how to develop and administer staff plans and objectives for the expedience and effectiveness of specific duties of the department. Knows how to keep abreast of any changes in policy, methods, computer operations, equipment needs, policies, etc., as they pertain to departmental operations and activities. Has the ability to comprehend, interpret, and apply regulations, procedures, and related information. Is able to effectively communicate and interact with subordinates, supervisors, and members of the general public, other agencies, and all other groups involved in the activities of the department. Is able to assemble information and make written reports and documents in a concise, clear and effective manner. Is able to use independent judgment and work with little direct supervision as situations warrant,

including supervising subordinates, handling emergency situations, determining/deciding upon procedures to be implemented, setting priorities, maintaining standards, and resolving problems. Has the ability to work in stressful, high-risk conditions. Has knowledge of the layout of City roads and of the locations and characteristics of various neighborhoods. Has the mathematical ability to handle required calculations using percentages and decimals. Is knowledgeable and proficient with computers.

APPENDIX J**CAPTAIN****FORT OGLETHORPE, GEORGIA
JOB DESCRIPTION**

JOB TITLE:	Captain	POSITION APPROVED:
DEPARTMENT:	Fire	POSITION REVISED:
POSITION NO.:		FLSA STATUS: Exempt
PAY GRADE:	16	PHYSICAL REQUIRED:

GENERAL STATEMENT OF JOB

Under occasional supervision, supervises firefighters on an assigned shift in responding to emergency calls and fighting/suppressing fires. Assists the Assistant Chief with various shift functions. Duties include: responding to fire/rescue/medical emergency calls for saving/protection of life and property, driving/operating fire apparatus, controlling/extinguishing fires, providing basic life support to sick/injured persons, coordinating training activities, and coordinating maintenance of fire equipment/facilities. Reports to the Assistant Chief.

SPECIFIC DUTIES AND RESPONSIBILITIES**ESSENTIAL JOB FUNCTIONS**

ALL FUNCTIONS MAY NOT BE PERFORMED BY ALL INCUMBENTS.

Supervises, directs and evaluates assigned staff, processing employee concerns and problems, directing work, counseling, and disciplining; assists in completing employee performance appraisals; supervises fire station.

Coordinates daily work activities of firefighters on assigned shift; organizes, prioritizes, and assigns work; assists in developing work schedules; monitors status of work in progress and inspects completed work; consults with assigned staff, assists with complex/problem situations, and provides technical expertise. Consults with and reports to Assistant Chief on station status and issues/details as necessary.

Ensures staff compliance with all applicable codes, laws, rules, regulations, standards, policies and procedures; ensures adherence to established safety procedures; monitors work environment and use of safety equipment to ensure safety of employees and other individuals; initiates any actions necessary to correct deviations or violations.

Consults with supervisor, commanding officers, and other officials as needed to review work activities, report incident status/progress, resolve problems, and receive advice/direction.

Responds to fire, rescue, and medical emergency scenes in a supervisory capacity; performs duties in routine and emergency situations; saves/protects life and property.

Supervises emergency operations; assesses/determines nature of situation, personnel needed,

potential dangers to life and property, and fire fighting strategies/tactics; reports situation to supervisory personnel.

Participates in fire suppression and rescue operations utilizing appropriate equipment and techniques; positions/climbs ladders of various heights; locates water supplies; selects appropriate nozzles; directs stream of water or chemicals onto fire; assists with laying out, maneuvering, disconnecting, and rolling hoses; performs search, rescue, extrication of victims, and forcible entries; assists individuals from burning structures; ventilates smoke and gas from buildings; establishes openings in building for entrance, ventilation, or salvage; performs salvage and overhaul functions.

Administers medical care to injured/sick persons per EMT guidelines and ensures that the medical guidelines are followed.

Drives, operates, and monitors a variety of fire vehicles/apparatus; determines best route to reach location of emergency calls; performs safe driving functions in various weather conditions.

Conducts and assists with fire investigations to determine cause/origin of fires; gathers information, preserves evidence, and assists in identifying cause/origin of fires.

Conducts pre-fire plan visits to local businesses as prescribed by Fire Marshal; completes pre-fire plan reports and drawings; reviews work of subordinate personnel.

Assists with fire prevention aspects of building inspections to ensure compliance with fire prevention codes.

Maintains fire equipment in a state of readiness/preparation for emergency response; checks/maintains stock of equipment and supplies on fire vehicles and in fire station; re-loads equipment and apparatus following response to emergency calls; prepares apparatus for subsequent emergencies; coordinates testing of hoses and pumps on apparatus.

Supervises and performs general maintenance tasks necessary to keep vehicles, building, hydrants, equipment and tools in operable condition, which may include inspecting/testing equipment, replacing fluids, greasing equipment, replacing parts, washing/cleaning equipment, or cleaning quarters; monitors equipment operations to maintain efficiency and safety; report faulty equipment for necessary maintenance work.

Monitors inventory of department equipment and supplies; gathers supplies for outstations; initiates requests for new/replacement materials.

Conducts and assists with training of recruit school and fire department personnel.

Conducts and assists with public fire education programs offered by the department; provides education to the public concerning fire safety and fire prevention; conducts tours of fire station and equipment.

Assumes duties of Assistant Chief in his/her absence.

Prepares or completes various forms, reports, correspondence, logs, schedules, work orders, equipment testing records, training records, vehicle maintenance reports, performance

evaluations, incident reports, pre-fire plans, fire investigation reports, inventory reports, or other documents.

Receives various forms, reports, correspondence, vehicle maintenance reports, inventory reports, incident reports, accident reports, pre-fire plans, fire reports, loss reports, billing invoices, supply requests, training reports, class registrations, time sheets, training materials, codes, rules, regulations, policies, procedures, manuals, reference materials, or other documentation; reviews, completes, processes, forwards or retains as appropriate.

Operates a computer to enter, retrieve, review or modify data; utilizes word processing, database, or other software programs.

Communicates via telephone and/or two-way radio; communicates effectively and coherently over radio channels while initiating and responding to radio communications; provides information and assistance; takes and relays messages; responds to request for service or assistance.

Communicates with supervisors, employees, volunteers, dispatchers, other divisions, other departments, fire officials, law enforcement officials, medical personnel, outside agencies, property owners/occupants, victims, utility companies, civic organizations, the public, and other individuals as needed to coordinate work activities, review status of work, exchange information, resolve problems, or give/receive advice/direction.

Maintains a comprehensive, current knowledge and awareness of applicable laws, regulations, policies and procedures; maintains an awareness of new equipment, procedures, trends and advances in the profession; reads professional literature; maintains professional affiliations; attends shift meetings, training sessions, workshops and seminars as appropriate.

ADDITIONAL JOB FUNCTIONS

Performs other related duties as required.

MINIMUM TRAINING AND QUALIFICATIONS

High school diploma or GED; three (3) years previous experience with the rank as a Lieutenant, fire truck driving/operations, and Basic EMT/NREMT and supervision; or any

equivalent combination of education, training, and experience which provides the requisite knowledge, skills, and abilities for this job. Must possess and maintain valid Georgia Certified Fire Fighter through Georgia Firefighter Standards and Training, current CPR certification, training and knowledge in the following areas: valid Auto Extrication, Confined Space, Trench Rescue, Haz Mat Operations Level, Swiftwater Rescue, Chairlift Rescue and Fire Investigation. Must possess and maintain a Georgia Driver's Class A License. Must possess and maintain a Fire In-Service Instructor certification.

(ADA) MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

PHYSICAL REQUIREMENTS: Must be physically able to operate a variety of fire fighting

equipment, tools, fire station equipment, and office equipment such as a motor vehicle, fire engine, tanker, ladder truck, pump apparatus, smoke detector, carbon monoxide detector, fire extinguisher, generator, chain saw, air compressor, breathing apparatus, hoses, nozzles, connectors, hydrants, ladders, extrication tools, hydraulic tools, air lift bags, mechanic tools, axe, pry bar, rake, shovel, portable lights, gauges, first aid supplies, computer, printer, copy machine, facsimile machine, calculator, telephone, and radio communications equipment. Must be able to use body members to work, move or carry objects or materials. Must be able to exert up to fifty pounds of force occasionally, and/or up to twenty pounds frequently. Physical demand requirements are at levels of those for active work. Must be able to lift and/or carry weights of one hundred pounds.

DATA CONCEPTION: Requires the ability to compare and/or judge the readily observable functional, structural, or compositional characteristics (whether similar to or divergent from obvious standard) of data, people, or things.

INTERPERSONAL COMMUNICATION: Requires the ability of speaking and/or signaling people to convey or exchange fire fighting and emergency medical information. Includes giving assignments and/or directions to co-workers or assistants.

LANGUAGE ABILITY: Requires the ability to read a variety of informational, fire fighting, and emergency medical documentation, directions, instructions, and methods and procedures. Requires the ability to write reports and essays with proper format, punctuation, spelling and grammar, using all parts of speech. Requires the ability to speak with and before others with poise, voice control, and confidence using correct English and well-modulated voice.

INTELLIGENCE: Requires the ability to learn and understand relatively complex principles and techniques, to make independent judgements in absence of supervision, and to acquire knowledge of topics related to primary occupation.

VERBAL APTITUDE: Requires the ability to record and deliver fire fighting and emergency medical information, to explain procedures, and to follow verbal and written instructions.

NUMERICAL APTITUDE: Requires the ability to utilize mathematical formulas, add and subtract totals, multiply and divide, determine percentages, and determine time and weight.

FORM/SPATIAL APTITUDE: Requires the ability to inspect items for proper length, width, and shape, visually with fire investigation equipment and measuring/recording instruments.

MOTOR COORDINATION: Requires the ability to coordinate hands and eyes in using automated office equipment, fire fighting equipment, and motor vehicles.

MANUAL DEXTERITY: Requires the ability to handle a variety of items, office equipment, fire fighting equipment, emergency medical equipment, motor vehicles, control knobs, switches, etc. Must have the ability to use one hand for twisting or turning motion while coordinating other hand with different activities. Must have considerable levels of eye/hand/foot coordination.

COLOR DISCRIMINATION: Requires the ability to differentiate colors and shades of color.

INTERPERSONAL TEMPERAMENT: Requires the ability to deal with people beyond giving and receiving instructions. The worker needs to relate to people in situations involving more than giving or receiving instructions such as in interpreting assignments and instructions. Must be adaptable to performing under considerable stress when confronted with an emergency.

PHYSICAL COMMUNICATION: Requires the ability to talk and/or hear (talking - expressing or exchanging ideas by means of spoken words) (hearing - perceiving nature of sounds by ear).

KNOWLEDGE OF JOB

Has thorough knowledge of the policies, procedures, and activities of the City and of fire fighting practices as they pertain to the performance of duties relating to the position of Lieutenant. Has thorough knowledge of modern fire fighting techniques as related to fire prevention and detection. Is skilled in use of fire fighting equipment, their maintenance and safety practices. Has thorough knowledge of departmental practices as necessary in the completion of daily responsibilities. Has comprehensive knowledge of the terminology, principles, and methods utilized within the department. Knows how to develop and administer staff plans and objectives for the expedience and effectiveness of specific duties of the department. Knows how to keep abreast of any changes in policy, methods, computer operations, equipment needs, policies, etc., as they pertain to departmental operations and activities. Has the ability to comprehend, interpret, and apply regulations, procedures, and related information. Is able to effectively communicate and interact with subordinates, supervisors, and members of the general public, other agencies, and all other groups involved in the activities of the department. Is able to assemble information and make written reports and documents in a concise, clear and effective manner. Is able to use independent judgment and work with little direct supervision as situations warrant,

including supervising subordinates, handling emergency situations, determining/deciding upon procedures to be implemented, setting priorities, maintaining standards, and resolving problems. Has the ability to work in stressful, high-risk conditions. Has knowledge of the layout of City roads and of the locations and characteristics of various neighborhoods. Has the mathematical ability to handle required calculations using percentages and decimals. Is knowledgeable and proficient with computers.